DOCUMENT RESUME

ED 452 760 HE 033 975

TITLE	Report on Progress toward the Statewide Public Policy Initiatives and Goals for Missouri Higher Education, 2001.
INSTITUTION	Missouri State Coordinating Board for Higher Education, Jefferson City.
PUB DATE	2001-04-12
NOTE	27p.
AVAILABLE FROM	Missouri State Coordinating Board for Higher Education, Jefferson City, MO.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Access to Education; Degrees (Academic); Educational Attainment; Educational Finance; *Educational Policy; *Educational Quality; Enrollment; Graduation; *Higher Education; *Minority Groups; Public Colleges; *Public Policy; Student Financial Aid
IDENTIFIERS	*Missouri

ABSTRACT

This annual report extends and updates information presented to the State Coordinating Board for Higher Education (CBHE) and the CBHE Presidential Advisory Committee since April 1996. It describes progress by the state's system of higher education in implementing the Board's Blueprint for Missouri Higher Education. It also provides a baseline of information for transitioning the state conversation from the Blueprint to the Board's new Coordinated Plan for Missouri Higher Education. Data indicate that much has been accomplished, and substantial progress has been made in improving the state's system of higher education under the Blueprint. However, many challenges lie ahead. Overall, more efforts are needed to ensure that all Missouri high school students, including minorities, are prepared to succeed in work or further education; more efforts are needed to increase the participation and success of the increasing numbers of Missouri citizens enrolling in the state's higher education system; financial aid is needed to help low- and middle-income students afford higher education; and it is important to continue the constant review of the state's higher education system in order to ensure that the quality continues to improve. An appendix presents Missouri postsecondary education institutions with NCA accreditation. (SM)

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2001 Report on Progress Toward the Statewide Public Policy Initiatives and Goals for Missouri Higher Education

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2001 Report on Progress Toward the Statewide Public Policy Initiatives and Goals for Missouri Higher Education

EXECUTIVE SUMMARY

This annual report extends and updates data and information presented to the CBHE and the CBHE Presidential Advisory Committee since April 1996. The 2001 report describes the progress the state's system of higher education has made in implementing the board's Blueprint for Missouri Higher Education. It also provides a baseline of information for transitioning the state conversation from the Blueprint to the board's new COORDINATED PLAN FOR MISSOURI HIGHER EDUCATION.

It should be noted that the institutional data included in this report provide the majority of the institutional statistical profile information reviewed annually by the institutions and CBHE staff as part of ongoing budget and mission review discussions provided for by Section 173.030 (7) and (8) RSMo.

Background

In November 2000, The National Center for Public Policy and Higher Education released its report, *Measuring Up 2000: The State-by-State Report Card for Higher Education*. This report was the subject of discussion by the leadership of Missouri's system of higher education during the December 2000 Governor's Conference on Higher Education. The results for Missouri as reported in *Measuring Up 2000* provide evidence that there are continuing challenges to improving the role the state's system of higher education has in achieving access, quality, and efficiency.

The authors of *Measuring Up 2000* used somewhat different measures than Missouri has used to assess and report on the progress being made to improve access, quality, and efficiency within the state's system of higher education. The report does demonstrate, however, that Missouri has continuing issues it must address related to student preparation for, and participation in, higher education; as well as ensuring the affordability of higher education, particularly for low-income students. In addition, Missouri like other states needs to revisit its efforts to assess student learning.

Conclusion

- The data and other information presented in this *2001 Progress Report* demonstrate that much has been accomplished, and substantial progress has been made in improving the state's system of higher education under the *Blueprint for Missouri Higher Education*. Notwithstanding these results, new challenges are ahead as higher education responds to the need for an accessible, high quality, and efficient system in the 21st century. Some of these challenges include the following:

- Students entering the state's public four-year colleges and universities as first-time, full-time, degree-seeking freshmen are better prepared and access to the state's system of higher education has improved for African-American and other minority groups. More effort is required to ensure that all Missouri high school students are prepared to succeed in work or further education after high school.

- The state's system of higher education is educating and graduating increasing numbers of students. More effort is needed to increase participation and success in higher education if Missouri citizens are to be as well educated as citizens in many other states.

- Financial access to higher education has increased. There is evidence to suggest, however, that many low-income students still find higher education is not affordable. Evidence is emerging that middle-income students also have problems financing higher education.

- The quality of higher education has improved over time and institutions are closer to meeting their respective mission-related goals. There is emerging evidence however, that the commitment made to quality and institutional mission-related goals demands constant vigilance and review to ensure that the quality of the state's system of higher education continues to improve rather than regress. Sustaining and improving the system of differentiated missions and focus on quality are important elements to continue.

- State support for higher education has increased significantly for institutional operations, capital maintenance and repair, and new construction, as well as student financial aid. Notwithstanding these gains, *Measuring Up 2000* indicates that there may be an important gap between the issues Missouri has addressed, measured, and reported in the annual Progress Report and those that the state's system of higher education should address.

2001 Report on Progress Toward the Statewide Public Policy Initiatives and Goals for Missouri Higher Education

INTRODUCTION

This report describes the results of several planning initiatives and statewide goals established for Missouri higher education in 1992 and 1996 by the Coordinating Board for Higher Education and are incorporated in the board's *Blueprint for Missouri Higher Education*. Much has been accomplished, and substantial progress has been made in improving the state's system of higher education in the last decade. This report presents the progress and transitions the conversation to future planning for Missouri's system of higher education.

Statewide Assessment of Needs

In 1991, the Missouri Business and Education Partnership Commission, composed of state senators and representatives, released a report of its study of the state's system of higher education. The report contains a number of recommendations for improving the delivery and funding of higher education in Missouri and provided a foundation for the work of the Coordinating Board's Task Force on Critical Choices, composed of the chairs of public and independent college and university governing boards. The report of the Task Force on Critical Choices includes 24 quality goals for improving Missouri's system of higher education. The Missouri Business and Education Partnership Commission, the Task Force on Critical Choices, and the Missouri General Assembly through Senate Bills 101 (Section 178.637 (2) RSMo) Post Secondary Technical Education and 340 (Mission Review) passed in 1995 (Section 173.030 (7) and (8) RSMo) identified several areas that should be addressed to meet the needs of Missouri's residents for an accessible, high-quality, and cost effective system of higher education.

Vision Statement

Building on these recommendations, the Coordinating Board established a vision for Missouri's system of higher education that provides an organizing framework for the board's public policy decisions and strategic initiatives. That vision describes a system of public and independent colleges and universities and private vocational and career schools distinguished by the following characteristics:

- higher education and vocational training services of the highest quality that are competitive on a national and international level;
- a coordinated, balanced, and cost-effective delivery system;
- a range of vocational, academic, and professional programs that are affordable and accessible to all citizens with the preparation and ability to benefit from the programs;
- differentiated institutional missions and implementation plans, both among and within sectors, designed to meet state needs and goals with a minimum of program duplication; and
- a systematic demonstration of institutional performance and accountability through appropriate assessment efforts.

Bridging the Past with the Present and Future

Baseline data for most of the 24 quality goals were gathered in 1993, and data continue to be collected annually through the CBHE Survey of Missouri Higher Education Performance Indicators, the Enhanced Missouri Student Achievement Study (EMSAS), and other state and federal surveys completed by the state's public and independent colleges and universities.

Several measures used to monitor the institutions' performance in meeting these goals have been included as part of the board's Funding for Results (FFR), or performance-based, budget recommendations. FFR elements included in the budget recommendations were selected based on discussions among the leadership of the state's colleges and universities and the Coordinating Board. All FFR elements were drawn from the board's broader set of performance measures included in the 24 quality goals and public policy initiatives. Progress toward these goals has been reported annually during the Coordinating Board's April meeting since 1997.

To further focus Missouri's system of higher education on improvement and to provide a refined organizing framework for the quality goals, the board adopted four strategic initiatives in 1996 as part of its *Blueprint for Missouri Higher Education*. Those initiatives include institutional mission review and enhancement, enhanced postsecondary technical education, coordinated technology-based delivery systems, and performance-based funding. In 1997, the board added universal access to the 13th and 14th years of education.

In recent years, the board's strategic planning initiatives also have been guided by the work of two study groups that presented their recommendations to the board in June 1996. The final report of the board's Resource Group for Postsecondary Vocational Technical Education resulted in the *State Plan for Postsecondary Technical Education*, which has provided the framework to expand geographic and programmatic access to postsecondary technical education throughout the state. The final report of the Resource Group for a Telecommunications-based Delivery System includes recommendations that have resulted in the board's efforts to expand MOREnet, develop MOBIUS, and initiate the development of the Missouri Learners' Network. Both reports were accepted and the recommendations were adopted by the board on June 13, 1996.

While these reports and statewide initiatives guided the work of Missouri higher education during the last decade, several reports and recommendations released in 1999 and 2000 must guide the development of public policy initiatives, quality goals, and strategic initiatives in the beginning of the 21st century. These reports include:

- *Toward an Affordable Future* by the Missouri Commission on the Affordability of Higher Education,
- *Mathematics in Missouri* by the Missouri K-16 Coalition,
- *Action Plans for Collaboration* by the Missouri presidents and chancellors participating in the Knight Higher Education Collaborative,

- *Show Me Results* by Educated and Prosperous Missourians Gubernatorial Sub-cabinets, and

- *Measuring Up 2000: The State-by-State Report Card for Higher Education* by The National Center for Public Policy and Higher Education.

As the state's system of higher education transitions from the past to the future, **access** to the state's system of higher education must be examined in terms of financial, geographic, and programmatic access to learning success. A continued commitment to and examination of the **quality** of teaching, learning, research, and service must be made. Finally, Missourians need to be assured that the **efficiency** of the state's system of higher education is performance-based, maximizes the impact of funding, and minimizes unnecessary duplication of resources.

This report complements the board's other performance and accountability reports, including the *Statistical Summary of Missouri Higher Education*, the *Directory and Statistical Summary of the Proprietary Sector of Missouri Postsecondary Education*, the annual report to the governor, legislators, and persons interested in Missouri higher education, and the annual CBHE budget recommendations for higher education.

Those issues and strategic initiatives associated with one of the elements included in the Coordinating Board's FY 2001 Funding for Results budget recommendations are indicated by FFR in parentheses.

A. ACCESS

Several important perspectives on access to the state's system of higher education warrant different measures for how accessible higher education is to Missouri citizens. One measure of accessibility, as noted in the Educated Missourians Sub-cabinet report, is the educational attainment of Missouri citizens. While the Show Me Results goal related to educated Missourians focuses on the general population, many of higher education's discussions about access have revolved around specific groups of prospective learners. For example, while access to higher education for recent high school graduates has always been and will continue to be important, access to learning opportunities for working adults is increasingly on the minds of public policy decision-makers. While access to higher education for African-Americans and other minorities continues to be a high priority of the Coordinating Board and the state, the need to ensure access to higher education for students from Missouri's low-income families is also becoming increasingly important, as emphasized by the Missouri Commission on the Affordability of Higher Education.

Financial aid is an important factor in the extent to which low-income students are able to access Missouri higher education and is becoming an increasingly important part of the discussion about access. As financial aid is an important component of access, so too is the geographic proximity of learning opportunities to place-bound students and working adults.

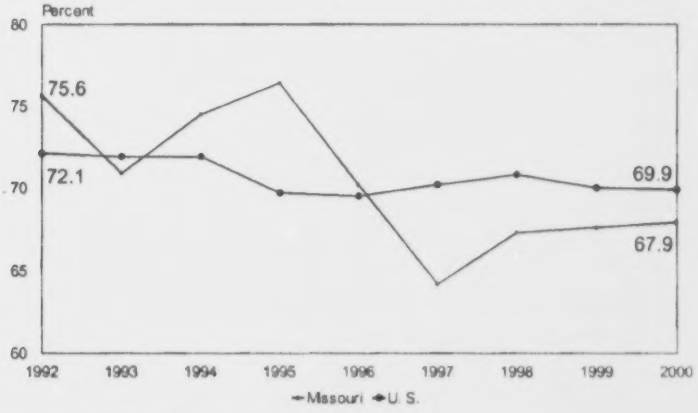
Educational Attainment

To access higher education, Missourians must first be successful in completing the requirements of a high school diploma or General Educational Development certificate (GED). As indicated in Chart A1, according to the U.S. Census Bureau's Current Population Survey, in 2000, 67.9 percent of Missourians aged 18 to 21 had at least a high school diploma or GED, compared to 69.9 percent nationwide.

Chart A1

Educational Attainment of Persons Aged 18-21: 1992-2000

Percentage Who Have at Least a High School Diploma



Source: U.S. Bureau of the Census, Current Population Survey

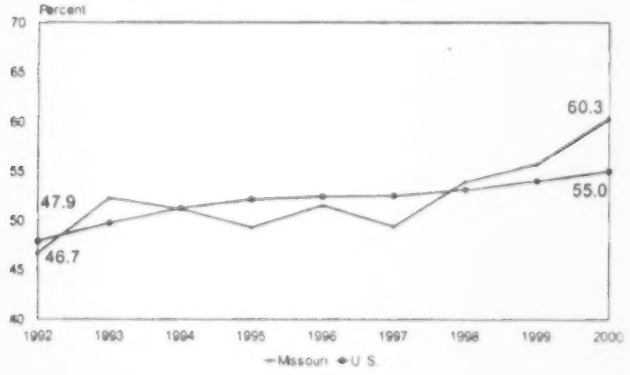
Other measures of access are statistics showing the educational attainment of persons aged 21 to 64 who have had at least some college and who have completed at least 14 or more years of school. As shown in Chart A2, in 2000, Missouri was above the national average, 60.3 percent compared to 55 percent, in terms of attending some college. Missourians were slightly above the national average, 35.2 percent compared to 35 percent, in persons having completed at least 14 years of education (Chart A3).

These data demonstrate that access to learning success at both the national and state levels can be improved significantly.

Chart A2

Educational Attainment of Persons Aged 21-64: 1992-2000

Percentage Who Have Attended at Least Some College

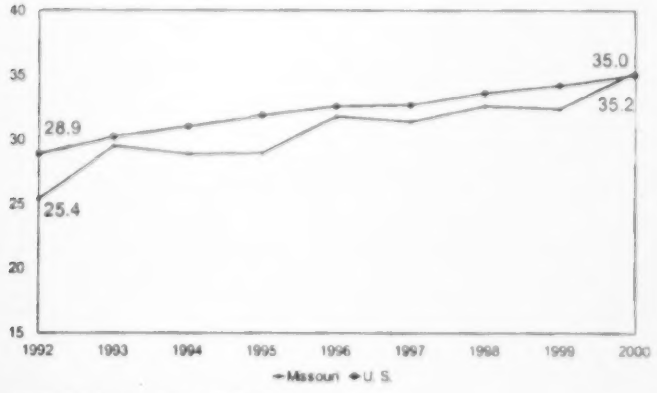


Source: U.S. Bureau of the Census, Current Population Study

Chart A3

Educational Attainment of Persons Aged 21-64: 1992-2000

Percentage Completing 14 Years of School or More*



*Percents refer only to those attaining associate's degree or higher; persons pursuing bachelor's degree who have completed two years of college are excluded.

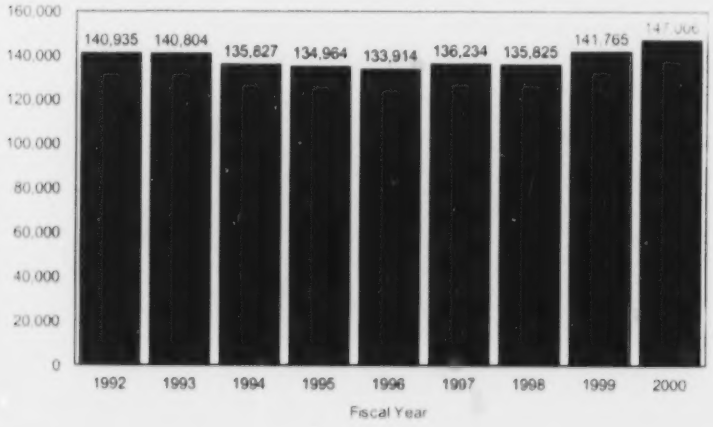
Source: U.S. Bureau of the Census, Current Population Survey

A measure of increased access to Missouri's system of higher education and potential increase in the educational attainment of Missouri citizens is the change over time in the number of undergraduate students enrolled in degree-credit courses in the state's public and independent colleges and universities. As indicated in Chart A4, the enrollment of undergraduate, degree-seeking students in FY 2000 was 6,071 higher than it was in FY 1992 (147,006 compared to 140,935). In addition, access can be measured by the number of degrees conferred by the state's colleges and universities. As indicated in Chart A5, in FY 2000, 53,285 degrees were conferred by Missouri's institutions of higher education, an increase of 6,667 degrees over FY 1992, or more than 14 percent.

Chart A4

Total Full-time Undergraduate Enrollment

Missouri Public and Independent Two- and Four-year Institutions

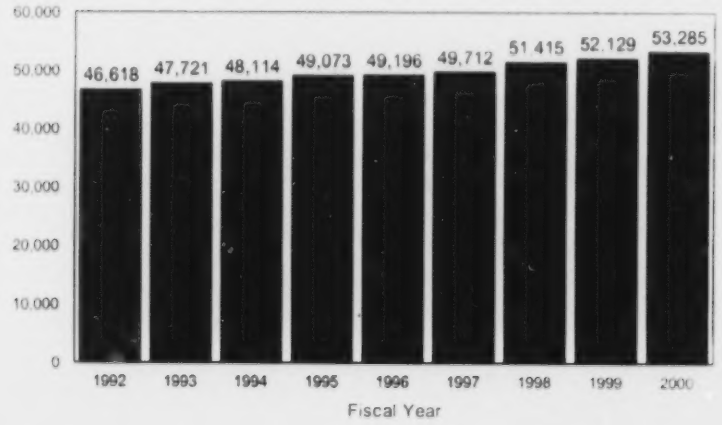


Source: IPEDS EF

Chart A5

Total Degrees Conferred

Missouri Public and Independent Two- and Four-year Institutions



Source: IPEDS C

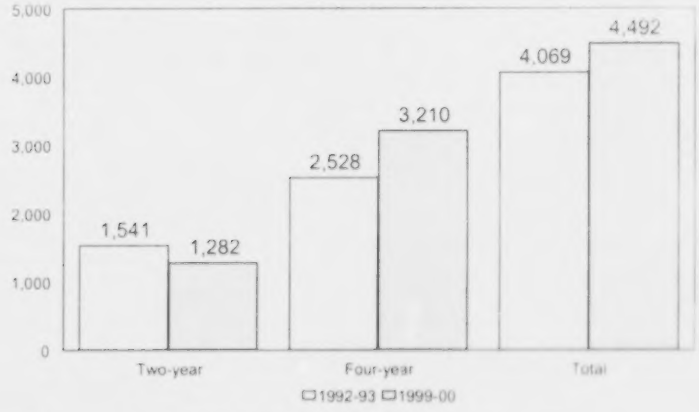
Consistent with the Coordinating Board's goal and the Missouri K-16 Coalition's recommendations for improving the study of mathematics and science at all levels of education are the state's Show Me Results recommendations developed by the Prosperous Missourians Sub-cabinet. The board's goal and these recommendations address the need of Missouri employers for the state's system of higher education for skilled employees and research.

As noted in Chart A6, the number of students graduating from the state's public colleges and universities in fields determined to be critical to the state's future in 1992 has increased from 4,069 per year to 4,492.

Chart A6

Number of Students Completing Programs of Study in Critical High Skill Trades or Disciplines

Missouri Public Institutions



(Note: Two-year figure includes Linn State Technical College; four-year figure includes SW Mo. State)
Source: EMSAS

Participation and Success of Minorities and Other Underrepresented Students

Enrollment and Degree Completion

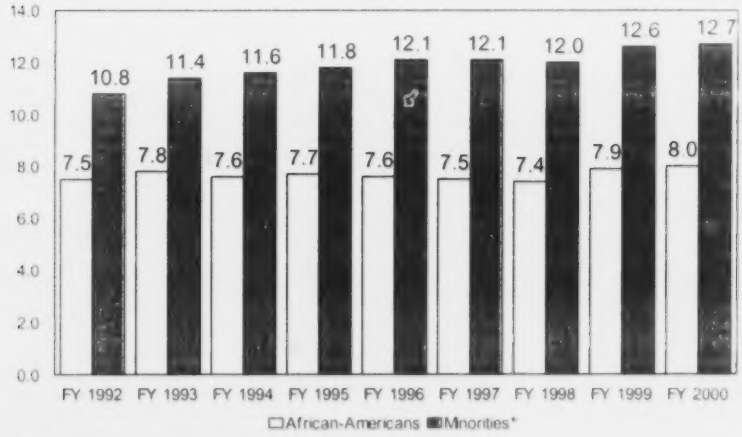
In the late 1980s and early 1990s, considerable statewide discussion focused on the importance of the participation and success of minorities in the state's system of higher education. Much of this discussion was focused on the African-American community because African-Americans represent the majority of the state's minority community. The goal for minority participation in Missouri higher education that was established in 1992 stated that "minorities would participate and succeed in Missouri's system of higher education in proportion at least equal to their representation in the state of Missouri."

Progress toward this goal shows that the proportion of the state's full-time undergraduate enrollment in public and independent colleges and universities comprised of minorities increased slightly from FY 1992 to FY 2000: from 10.8 percent to 12.7 percent for all minorities and from 7.5 percent to 8 percent for African-Americans (Chart A7).

Chart A7

African-Americans and Minorities as a Percentage of Total Full-time Undergraduate Enrollment

Missouri Public and Independent Two- and Four-year Institutions



*African-American, Hispanic, American Indian/Alaskan Native, and Asian
No nonresident aliens or unknowns were included in the calculations.
Source: MCDS EF

Total enrollment in private career schools certified to operate by the Coordinating Board has increased from 20,255 in 1992 to 27,969 in 1999. During that time, African-American enrollment in these schools increased from 3,099 to 4,129 or from 15 percent to 18 percent of the total enrollment. All minorities as a proportion of the total private career school enrollment increased from 19 percent to 23 percent between 1992 and 1999.

Between FY 1993 and FY 2000, the proportion of degrees conferred to minorities by Missouri public institutions has increased at every degree level. Certificates, however, decreased slightly.

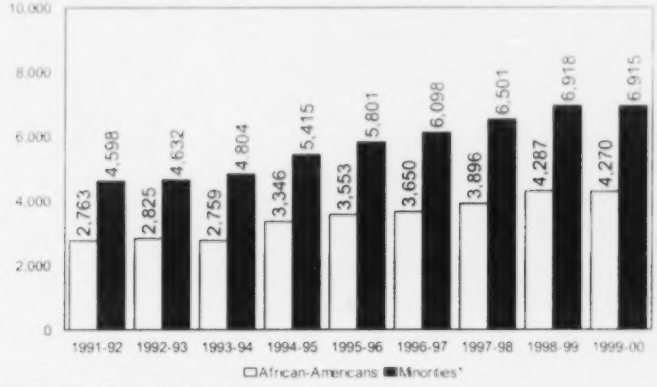
- Certificate - from 10.2 percent to 10 percent
- Associate - from 10.6 percent to 11.1 percent
- Baccalaureate - from 7.0 percent to 10.4 percent
- Master's - from 7.5 percent to 9.0 percent
- Doctorate/First Professional - from 12.7 percent to 13.0 percent

In addition, between FY 1992 and FY 2000, the number of degrees conferred to minorities by the state's public and independent two- and four-year colleges and universities has increased from 4,598 to 6,915, or by more than 50 percent, and from 2,763 to 4,270 to African-Americans, a 55 percent increase (Chart A8). During the same time, the proportion of all degrees conferred to minorities increased from 10.4 percent to 14 percent, and to African-Americans from 6.3 percent to 8.6 percent (Chart A9).

Chart A8

Number of Degrees Conferred
to African-Americans and Minorities

Missouri Public and Independent Two- and Four-year Institutions

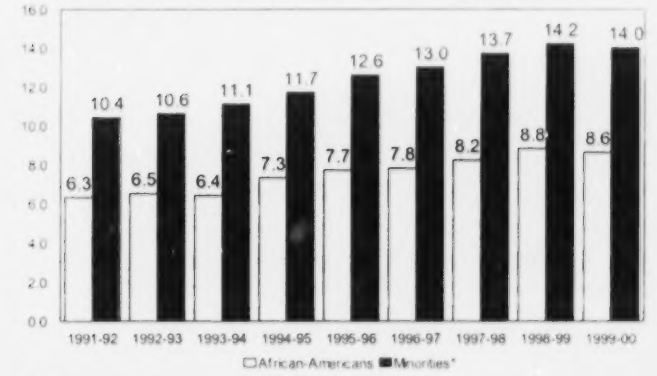


*African-American, Hispanic, American Indian/Alaskan native, and Asian
Nonresident aliens or unknowns were included in the calculations
Source: IPEDS C

Chart A9

Degrees to African-Americans and Minorities
as a Percentage of Total Degrees Conferred

Missouri Public and Independent Two- and Four-year Institutions



*African-American, Hispanic, American Indian/Alaskan native, and Asian
Nonresident aliens or unknowns were included in the calculations
Source: IPEDS C

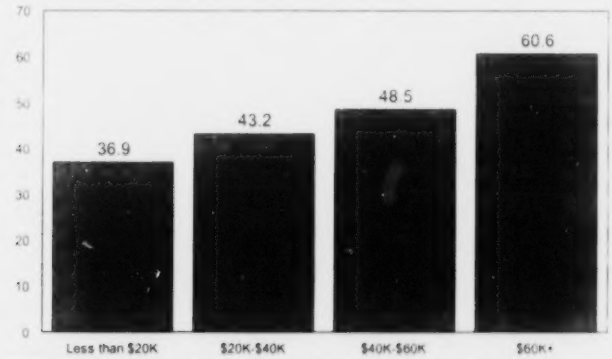
Underrepresented Students (FFR)

Over the course of the last decade, the conversation about the degree to which underrepresented groups have had access to and have been successful in the state's system of higher education began to focus on students from low socioeconomic backgrounds as well as ethnic minority groups. As a consequence, the Coordinating Board's Funding for Results element related to underrepresented groups was changed in FY 1998 to define underrepresentation as both low socioeconomic status (SES) and those minorities with graduation distributions lower than their distribution of 18 year olds or older in the Missouri population.

The importance of focusing higher education's attention on students from low socioeconomic backgrounds as underrepresented groups is demonstrated by Chart A10. While data for Missouri have not been analyzed in the way it is presented in Chart A10, these data do show that, nationally, in 1994, only 37 percent of the nation's baccalaureate degree recipients came from families with a family income of $20,000 or less, compared to over 60 percent for those students whose families had incomes of $60,000 or more.

Chart A10

Baccalaureate Degree Attainment of Beginning Postsecondary Students,* by Family Income, 1994



*Students at the national level seeking bachelor's degree and beginning their education in 1989-90, status as of spring 1994.
Source: U.S. Dept. of Education, National Center for Education Statistics
Condition of Education 1996, Supplemental Table 12-1.

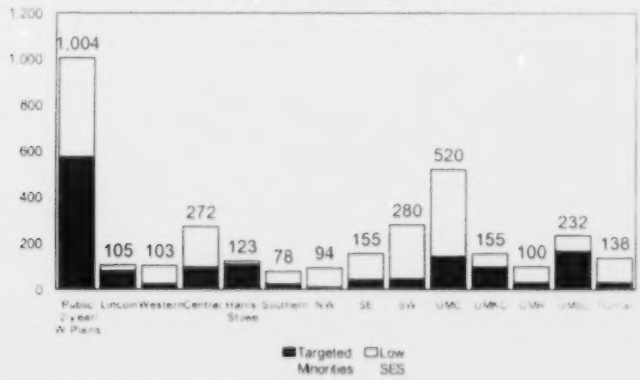
In FY 1999, Missouri community colleges conferred 6,983 certificates and associate degrees, of which 14.4 percent, or 1,004, met the board's criteria for its underrepresented FFR budget recommendation. Of the 1,004 degrees conferred by the community colleges that met these criteria, 43 percent, or 430, were from the low socioeconomic status group.

Of the 14,605 baccalaureate degrees conferred by the state's public four-year colleges and universities, nearly 16 percent, or 2,355, met the board's underrepresented FFR budget criteria, of which 62 percent, or 1,449, were from the low socioeconomic status (Chart A11).

Chart A11

Degrees Conferred to Underrepresented Groups*, FY 1999

Missouri Public Two- and Four-year Institutions



*At the 1st Middle and associate degree level, African American and American Indian/Alaskan native.
At the baccalaureate degree level, African American and American Indian/Alaskan native.
Source: EMSAS and PEDSC

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Geographic and Programmatic Access to Missouri Postsecondary Technical Education

While several statewide initiatives attempt to achieve this goal, none has had a greater impact in providing geographic access to higher education than the Coordinating Board's 1996 *State Plan for Postsecondary Technical Education*. Highlights of the state's success in increasing geographic and programmatic access to Missouri higher education and the state's postsecondary technical education delivery system follow.

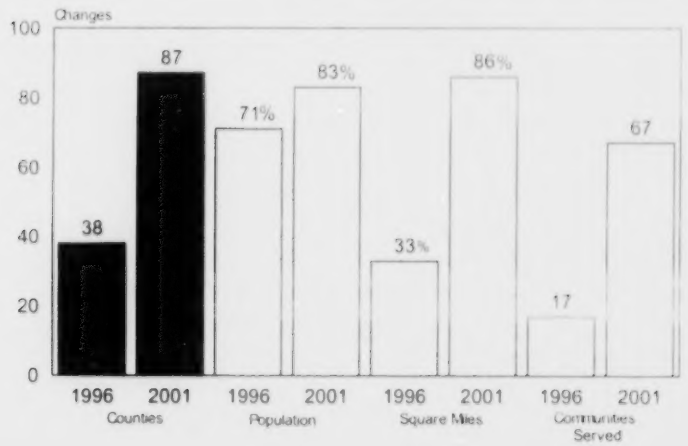
Geographic Access

- Approximately 87 (77 percent) of Missouri's counties, 86 percent of Missouri's square miles, and roughly 4,600,000 (83 percent) of Missouri's population (2000 Census: Age 18 and over) now have access to postsecondary technical education among the state's public two-year and community colleges, Linn State Technical College, area vocational technical schools, selected baccalaureate institutions, and a number of private career schools.

- By the end of FY 2000, all 17 community college campuses, Linn State Technical College, Southwest Missouri State University-West Plains, and Missouri Western State College are delivering targeted postsecondary technical education programs to 47 additional communities located throughout the state, for a total of 67 points of access (Chart A12).

Chart A12

Increases in Geographic Access, FY 1996 to FY 2001

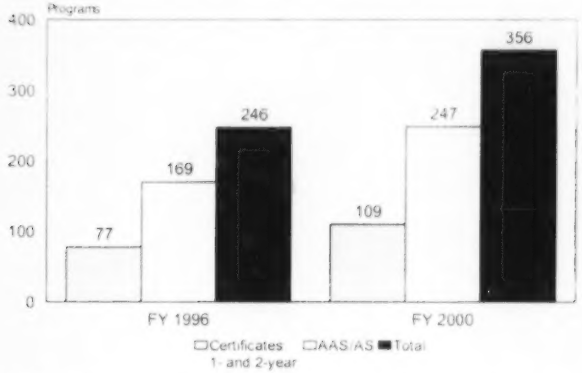


Programmatic Access

- By the end of FY 2000, the 12 RTECs constructed 110 new targeted technical certificate and AS/AAS degree programs to the pre-FY 1997 capacity (Chart A13). These new targeted programs include industrial engineering technology, industrial maintenance, manufacturing engineering technology, industrial electronics, and computer related programs.

Chart A13

Number of Certificates and Associate Degree Postsecondary Technical Education Programs, FY 1996 and FY 2000



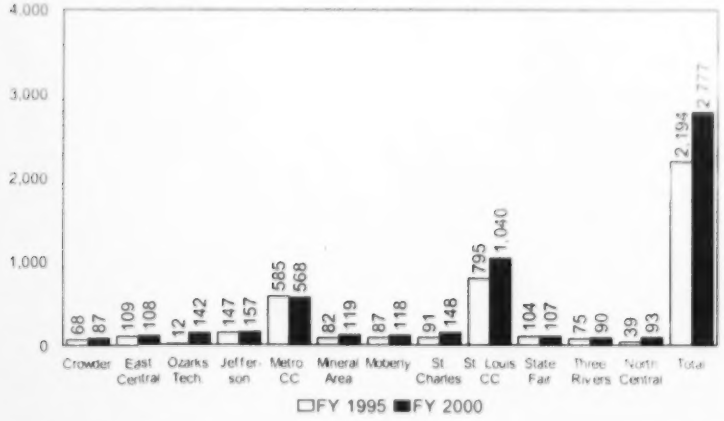
- Since July 1, 1997, the state's public four-year institutions have added a number of baccalaureate, master's, and doctoral degree programs in targeted technical fields, including electrical engineering technology, computer engineering, computer engineering technology, computer information systems, management information systems, and manufacturing engineering.

Transfer Students' Access to the State's System of Higher Education (FFR)

Data on the number of students who begin their studies at a Missouri community college and complete their baccalaureate degrees at a public baccalaureate degree-granting college or university is included in the board's FY 2002 FFR budget recommendations. As indicated in Chart A14, between FY 1995 and FY 2000, the number of students who began their studies at a public community college and completed their baccalaureate degrees at a public baccalaureate degree-granting institution increased from 2,194 to 2,777, or 27 percent. In addition, as shown in

Chart A14

Number of Students from Missouri Public Two-year Institutions Who Received Baccalaureate Degrees from a Missouri Public Institution



Source: EMSAS

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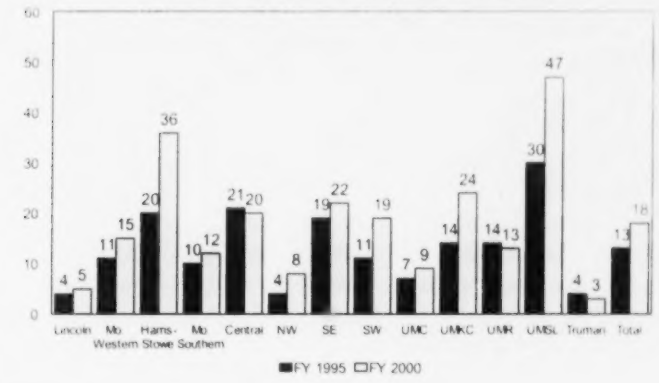
Chart A15, the proportion of baccalaureate degrees conferred by Missouri's public baccalaureate degree-granting colleges and universities to students who took 12 or more hours at a public community college increased from 13 percent in FY 1995 to 18 percent in FY 2000.

Chart A15

Percentage of Baccalaureate Degree Recipients from Missouri Public Four-year Institutions Who Took 12 or More Credit Hours at a Missouri Public Two-year Institution



In FY 2000, 1,616 degree-seeking students transferred from the state's public two-year community colleges to the state's baccalaureate degree granting independent colleges and universities. This is an increase of 207 students, or 15 percent, over the 1,409 that transferred to the independent colleges and universities in FY 1996.

Financial Access

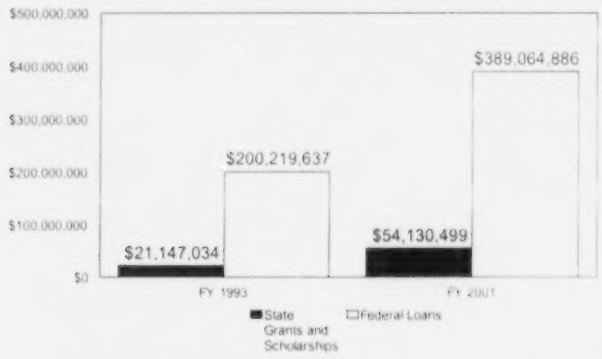
Achieving the educational attainment and geographic and programmatic access goals established by both state government and the Coordinating Board for Higher Education depends to a great extent on Missourians' financial access to educational opportunities beyond high school. Financial access to higher education was of paramount concern to the Missouri Commission on the Affordability of Higher Education, which released its report, *Toward an Affordable Future*, in December 1999. Throughout its discussion of the cost, price, and affordability of Missouri higher education and in its recommendations to the Coordinating Board and the state's system of higher education, the commission expressed the concern that higher education should be financially accessible to all Missourians. The Missouri Business and Education Partnership Commission, in its report to the state in December 1991, and the Coordinating Board's Task Force on Critical Choices in 1992 expressed this same concern.

In 1997, the Coordinating Board established its 5th strategic initiative, universal access to the 13th and 14th years in response to the governor's efforts to promote and increase the educational attainment of all Missourians through the state's focus on results. Providing financial access to higher education was vital to the governor's and Coordinating Board's efforts to achieve this goal.

This initiative led to establishing the state's A+ Schools Program for eligible high school graduates; the Challenge and Bridge programs; State Guaranty Scholarship Program; Advantage Missouri; a family savings program, MO$T; and a student loan interest rate reduction program for Missouri classroom teachers who have loans held by the Missouri Higher Education Loan Authority.

While achieving full financial access to higher education for everyone is a noble goal, it may never be fully achieved. However, it is noteworthy that as a result of establishing a number of new student financial assistance programs, the state has increased its funding commitment for financial assistance from just over $21.1 million in FY 1993 to more than $54.1 million in FY 2001 (Chart A16). With the addition of the Missouri College Guarantee Program, Missouri's most financially needy students can receive a total of at least $4,600 in need-based financial aid.

Chart A16
State Student Financial Assistance,
FY 1993 and FY 2001

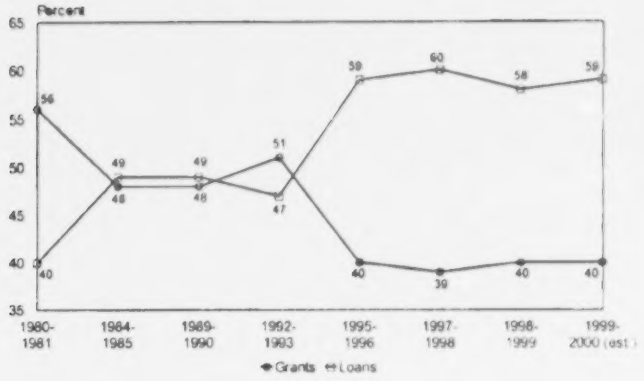


Students who borrowed money to finance their higher education at an institution participating in the Federal Family Education Loan Program increased their financial debt by more than $188 million, or 94 percent. As shown in Chart A17, the increased student demand for federally guaranteed student loans has become a national phenomenon. Students' dependence on student loans increased from 40 percent in FY 1981 to an estimated 59 percent in FY 2000 while their dependence on grants and scholarships decreased from 56 percent to an estimated 40 percent over the same period of time.

The need for students to borrow has been driven in part by the extent to which the proportion of the cost of college attendance covered by a maximum federal Pell Grant has declined nationally from 83 percent in FY 1980 to 39 percent in FY 2000 (Chart A18).

Chart A17

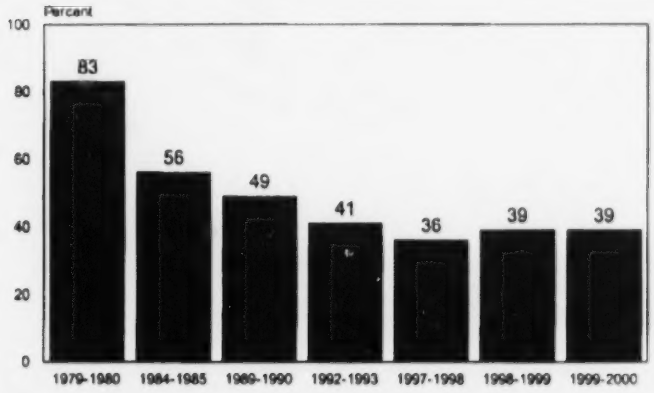
Grant/Loan Balance



Source: The College Board, "Trends in Student Aid 2000"

Chart A18

Maximum Pell Grant as a Share of Cost of Attendance



Source: The College Board, "Trends in Student Aid 2000"

While the amount of available financial aid has increased, ensuring financial access to higher education for Missouri's low-income students continues to be a high priority on the state's agenda. A December 1997 report presented at the Governor's Conference on Higher Education by Mr. J. Leland Johnson and Dr. Stephen G. Katsinas emphasized the need for this priority.

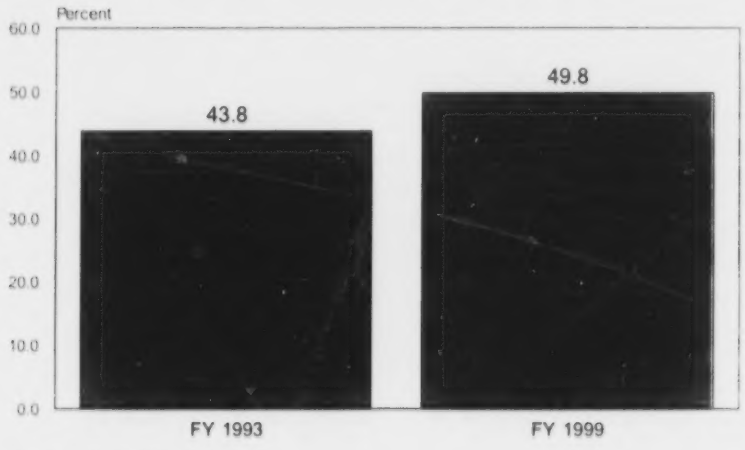
Dr. Kent Halstead of Research Associates of Washington also identified the need for Missouri to address issues of financial aid for Missouri's low-income students. In his report, *Financing Public Higher Education in the State of Missouri and the Role of Tuition*, prepared for the Missouri Commission on the Affordability of Higher Education, Dr. Halstead writes, "Missouri's proportion of poor youth (19.9 percent) is near the national average (18.8 percent). These youth represent a very special responsibility and opportunity."

Further evidence of the affordability of Missouri higher education, particularly for low-income students, was provided by The National Center for Public Policy and Higher Education in its report, *Measuring Up 2000, The State-by-State Report Card for Higher Education*. Those that prepared this report gave Missouri a grade of D+ on the extent to which the state's system of higher education is affordable.

While there are many factors that are associated with the data reported in Chart A19, this chart demonstrates that Missouri continues to have a large percentage of students who qualify for need-based student financial aid. As indicated in the chart, the proportion of undergraduates who receive need-based student financial aid has increased from 43.8 percent of the state's undergraduate enrollment in FY 1993 to almost 50 percent by FY 1999.

Chart A19

Percentage of Undergraduate Students
Receiving Need-based Financial Aid



Sources: DHE02 and DHE14-1

Summary

While there are indications that the state's system of higher education has become more accessible to the citizens of Missouri since 1992, the data demonstrate that more needs to be done to increase the educational attainment of Missouri citizens and to further ensure that Missourians have financial access to their state system of higher education.